

Study Guide - The Lonely Leprechaun

by Darryll and Heather Taylor

BEFORE THE PERFORMANCE

1. Have the children discuss or write about any puppet shows they have seen. This can be puppets they saw live in a theatre, at an event, or at school or in the movies or on television.
 - a. Our show is performed with marionettes, (string puppets) and shadow puppets. Have they seen or have they tried marionettes or shadow puppets? What was their impression of them?

 - b. Do they have any puppets at home? What kind of puppets? (Hand puppets, rod or stick puppets, giant sized puppets, finger puppets, sock puppets, or ventriloquist dummies.)

2. Find some stories about leprechauns. How are they portrayed in the stories? (ie: are they friendly and helpful or mischievous?)

3. Do the students think a story with leprechauns would be interesting to watch as a puppet show?
 - a. Why, why not?

 - b. From considering the title of the play, THE LONELY LEPRECHAUN, are they curious about seeing the show, and if so what are they curious about?

AFTER THE PERFORMANCE

LEARNING ABOUT OURSELVES THROUGH THEATRE

1. Together in class, list the characters in the play.
 - a. Which character was their favorite and why?
2. Next, list some of the moments that were special to them in the play.
 - a. Have each student pick a few of these moments and write or discuss how they felt while watching them. (Happy, sad, angry, sleepy, excited etc.)
3. Have the students draw a picture of their favorite part, and write how they felt while watching it and what they liked about it.
4. Questions for discussion or journaling:
 - a. Sally liked to write. Did you like how her story ended or would you write a different ending?
 - b. Sally wanted to help Sandy and all the birds in the story. In what situations have you helped others? (Ie: In your family, in your school, caring for an animal or pet...)
 - c. Sally wanted to learn how to help the earth. How can you help the earth?
 - d. Explore how another person has helped you? Examples: Helped teach you, driven you places, made you something by hand, encouraged you, hugged you...

ABOUT BIRDS AND CLIMATE CHANGE: Questions for the students:

1. Research how climate change is affecting birds around the world.
2. Do research on birds. Learn about ones you have seen and find interesting, or have never heard of before. What is their life span, how do they nest, what is their song like, do they migrate etc?

DRAMA- (Adapt according to grade)

1. Together in class, list the different elements in the play, (what helped to tell the story.)

Elements of the play:

narration

puppets

puppetry movement

costumes

props

lighting

music

Now, make a second list of what the audience learned from the above list. ie:

- the location of a scene
- the time of day, or the general era
- the mood of each scene
- The personality of the characters.
- The emotions of the characters

Give specific examples of this from the play, using this sentence structure if needed.

ie: From _(element of the play), I learned that _____.

From Sandy's green jacket and pointy shoes , I learned that he was a leprechaun.

CREATIVE WRITING- Suggestions for students

1. Write a story about what happens next in the lives of the Sally and Sandy.
 - a. Draw a picture to go with your writing.

Or

2. Write your own story about leprechauns.
 - a. Draw a picture of the story you have imagined.

PUPPETRY

1. Have the students make their own puppets from mismatched socks and cut out props from cardboard. They can present their own plays in class. Keep the plays short and simple.

Or

2. Have the students create their own shadow puppets, cut out of black construction paper, with popsicle sticks for controls, taped on the back. Use a white sheet for a screen, in front of a window, or with a light behind it for the screen. They can present their own plays in class. Keep the plays short and simple.

*Please email or mail us any work the students wish to share with us.
Thank you Heather and Darryll Taylor
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